Alabama Performance Standards
for
4-year-olds:

Alabama's Pre-Kindergarten Initiative

Ready for School,
Ready to Learn

Alabama Department of Children's Affairs
Office of School Readiness
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ALABAMA PERFORMANCE STANDARDS for 4-YEAR-OLDS

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PREFACE

In the May 2000 legislative session, the Office of School Readiness (OSR) was created in the Department of Children's Affairs (DCA) and charged with the tasks of developing a state-wide definition of school readiness, adopting a system for measuring school readiness, collecting and providing objective data regarding the attainment of school readiness among 4-year-olds, and using the data to serve statewide school readiness goals. An Advisory Committee and Evaluation Task Force were formed in order to assist the OSR in accomplishing these tasks. Committee and Task Force members consist of representatives from public and private child care programs, health care agencies, state agencies, child care management agencies, child advocacy groups, research organizations, public schools, colleges, and universities.

In January 2001, the OSR Evaluation Task Force convened and began addressing issues related to a statewide definition of school readiness. Drafts of definitions were developed and disseminated to members of the Task Force, OSR Advisory Committee, Early Childhood faculty of colleges and universities, parents, pre-kindergarten and kindergarten teachers, and other child care professionals. Revisions were completed and in December 2002, the Alabama Office of School Readiness adopted the following definition:

"School Readiness" is a condition whereby children enter school with:

(a) an enthusiasm for learning,
(b) an ability to function in a social setting,
(c) age-appropriate communication and problem solving skills,
(d) age-appropriate physical and emotional skills, and
(e) optimal health.

School readiness is fostered through opportunities that promote child exploration, sociability, curiosity, creativity, decision-making, independence, and responsibility, in combination with partnerships among families, teachers, local, and state communities. A child who is ready to learn when entering school will be able to obtain optimal benefits from learning experiences offered by the school and will encounter fewer obstacles to learning. Supporting children to be "ready for school" is essential in the attainment of:

(a) educational achievement and success,
(b) reduction of retention and remediation resulting in functional benefits,
(c) higher individual economic status, and
(d) a positive sense of social responsibility

thus creating a strong, healthy society.

In June 2003, the OSR began developing statewide performance standards for 4-year-old children. OSR Advisory Committee members read articles in professional journals and magazines, and reviewed similar documents from other states. OSR staff and Advisory Committee members relied heavily on National Head Start performance standards, drafts of the

National Association for the Education of Young Children (NAEYC) Accreditation Performance Criteria, and Alabama Kindergarten Course of Study. Possible *Alabama Performance Standards for 4-Year-Olds* were drafted and disseminated across the state to over 200 early care and education professionals for feedback. OSR Advisory Committee and Evaluation Task Force members listened to and read suggestions from interested individuals and groups throughout Alabama, and discussed each issue and standard. Advisory Committee members revised the standards, developed examples for select standards, and disseminated the revised product across the state for additional feedback.

OSR adopted the current *Alabama Performance Standards for 4-Year-Olds* in July, 2004. The standards represent a culmination of work from OSR staff, Advisory Committee, and Evaluation Task Force, and incorporate an analysis of research, review of best practices and standards used across the nation, and early learning principles developed by NAEYC. The performance standards represent a common vision for children in the state and establish a foundation for an accountability system. The *Alabama Performance Standards for 4-Year-Olds* (2004) provides the framework for 4-year-old pre-kindergarten programs in Alabama's public and private child care centers, family childcare homes, churches, Head Start, public schools, community centers, colleges, and universities.

ACKNOWLEDGEMENTS

OSR EVALUATION TASK FORCE

DEPARTMENT OF CHILDREN'S AFFAIRS/OFFICE OF SCHOOL READINESS STAFF

INTRODUCTION

The *Alabama Performance Standards for 4-Year-Olds* describe appropriate outcomes for children at the end of their preschool experience and entering kindergarten. Therefore, when reading the standards, an individual should think in terms of children's final learning outcomes prior to entering kindergarten. As we focus on age appropriate expectations, it is important that individual appropriateness is not overlooked. Young children vary in background experiences, language spoken, abilities, health status, and zest for learning. Some children have conditions that limit the ways they learn.

Standards in this document serve as skills that 4-year-old children should have before entering kindergarten. Examples clarify the meaning of each standard. In order to achieve the expectations set forth in this document, provisions should be made to help personnel understand the role of standards. Professional development opportunities should also be provided to help teachers and caregivers acquire the teaching skills essential for the tasks of understanding individual growth and development, assessing each child's development, and planning experiences that support success.

A professional development system to support the on-going implementation and measurement of *Alabama Performance Standards for 4Year-Olds* will be developed by a coalition of agencies, organizations, and educators. Professional development training will be provided that links best practices to outcomes for children identified by the performance standards.

POSITION STATEMENT

The Alabama OSR believes that parents are the foremost important teachers of young children. Increasing rates of low-income parents in the workforce has resulted in more young children in childcare for more hours than ever before, being cared for and partially raised by non-parents (Schumacher, R., Irish, K. & Lombardi, J. 2003. Meeting Great Expectations: Integrating early education program standards in childcare. Washington, DC: Center for Law and Social Policy. www.clasp.org). Interactions between parents and children are becoming limited and place the children at-risk for low academic performance and school success.

Quality out-of-home care increases the probabilities that at-risk children perform well in school and experience high levels of school success (High/Scope Educational Research Foundation, www.highscope.org/Research/MsrpEvaluation/msrpmain.htm; Schweinhart, L. J., Barnes, H. V., & Weikart, D. P. with W. S. Barnett and A. S. Epstein, 1993, *Significant Benefits: The High/Scope Perry Preschool Study Through Age 27*, Ypsilanti, MI: High Scope Press). Research shows that quality out-of-home care provides children with opportunities to develop warm and secure relationships with other adults and peers. Studies also indicate that quality out-of-home care provides children with learning experiences that they may not receive in the home and activities that enhance their social, emotional, physical, and cognitive development. Young children learn most effectively: (a) when they have warm and secure relationships with parents and other caring adults, (b) through play-alone and with peers, (c) in environments that are rich in

language stimulation, (d) through their interactions with other children and adults, (e) when given opportunities to explore engaging materials, and (f) when their basic needs are met *("Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 Through 8": A position statement of the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education*, Adopted November, 1990, Washington DC, www.naeyc.org).

Quality out-of-home care decreases the probabilities that children will (a) engage in crime, (b) drop out of school, (c) enroll in special education classes, (d) become teenage parents, and (e) become recipients of welfare (Schumacher, R., Irish, K. & Lombardi, J. 2003. *Meeting Great Expectations: Integrating early education program standards in childcare*. Washington, DC: Center for Law and Social Policy. www.clasp.org; Schweinhart, L. J., Barnes, H. V., & Weikart, D. P. with W. S. Barnett and A. S. Epstein, 1993, *Significant Benefits: The High/Scope Perry Preschool Study Through Age 27*, Ypsilanti, MI: High Scope Press).

Therefore, the mission of the OSR is to provide 4-year-old children with access to high quality appropriate pre-kindergarten experiences. The OSR also strives to promote excellence and consistency of practice for all early childhood education programs and childcare facilities in the state of Alabama.

GUIDING PRINCIPLES

There are a number of guiding principles on which the development of the *Alabama Performance Standards for 4-Year-Olds* is based:

- Children are active learners.
  - o Children construct their own knowledge through physical, social, and mental activity (Piaget, J. & Inhelder, B. 1969. *The psychology of the child*. New York: Basic Books. ; Bredekamp, S. & Copple, C. 1997. Developmentally Appropriate Practice in Early Childhood Programs. Revised ed. Washington, DC: NAEYC.) They learn through firsthand actions with objects and things in their world.

  - o As active learners, young children need opportunities to observe things and events in their present world, form their own hypotheses, try them out, find out what happens, and formulate their own answers (Dewey, J., 1944. Democracy and Education: An Introduction to the Philosophy of Education. New York: Free Press. ; Glassman, M., 2001. "*Dewey and Vygotsky: Society, Experience, and Inquiry in Educational Practice"*, Educational Researcher, v. 30 (4). pp 3-14).

  - o Children find out about their world through play. All types of play: manipulative play, play with games, rough-and-tumble play, and socio-dramatic play provide children with opportunities to try things out, see what happens, and learn (Rubin, K. H., Bukowski, W. M., & Parker, J. G., 1998. "Peer interactions, relationships, and groups." In W. Damon (Series Ed.) & N. Eisenberg (Vol. Ed.), Handbook of Child Psychology, vol. 3 *Social, emotional, and personality development* (5th ed., pp. 619-700) New York: Wiley).

- An efficient way to meet children's active mode of learning is to organize their learning space through centers of interest. Centers include thematic play and work areas that are clearly delineated and organized. They encourage children to make decisions, learn new skills, practice skills previously gained, and to interact with other children and adults.

- **Development and learning are interrelated.**
  - Learning about self, developing social skills, and achievement motivation are related to children's intellectual development, learning content, skills, and physical health. Children's ideas about themselves affect not only interactions with others, but also how they perceive themselves as learners (Ladd, G. W., 1990. *"Having friends, keeping friends, making friends, and being liked by peers in the classroom: Predictors of children's early school adjustment?"* <u>Child Development</u>, v. 67, pp 1081-1100). Children's intellectual abilities and control over language are highly correlated with how they relate and interact with peers. Children who use language efficiently to negotiate social situations or those who have the intellectual ability to consider another's point of view, are more likely to possess strong social skills.

  - Learning to read and write depends in great part on how children feel about themselves and their ability to achieve (Bandrua, A. 1997. <u>Self-Efficacy: The Exercise of Control</u>. Stanford University, New York: W. H. Freeman & Company).

  - Children who believe that they can learn, and expect to achieve, do so (Seefeldt, Denton, Galper, & Younosai, 1999. *"The Relation between Head Start parents' participation in a transition demonstration, education, efficacy, and their children's academic abilities"*, <u>Early Childhood Research Quarterly</u>, v 14 (1), pp 99-109).

- **Young children are capable and competent.**
  - All children are capable of positive developmental outcomes. Therefore, there should be high expectations for all young children, regardless of their backgrounds, experience, physical, or mental capacities.

- **There are individual differences in rates of development among children.**
  - Each child is unique in the rate of growth and the development of skills and competencies. Some children may have a developmental delay or disability that requires program staff members to adapt expectations of individual children or adapt experiences so that children can be successful in achieving a particular performance standard.

  - Each child is raised in a cultural context that may affect the approach that the teacher uses with each child.

- **Knowledge of child growth and development and consistent expectations are essential to maximizing educational experiences for children and to developing and implementing programs.**

- o Early care and education program staff must agree on what they expect children to know and be able to do (benchmark knowledge) within the context of child growth and development. With this benchmark knowledge, early childhood staff members can make sound decisions about appropriate curriculum for the group and individual children.

- Young children learn through active exploration of their environment through child-initiated and teacher-selected activities (Vygotsky, 1978. *Mind in Society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press)**.**
  - o The early childhood environment should provide opportunities for children to explore materials and engage in concrete activities, and to interact with peers and adults in order to construct their own understanding of the world around them.

  - o There should be a balance of child-initiated and teacher-initiated activities in order to maximize children's learning.

- Family involvement is necessary.
  - o Consideration of each child's unique circumstances, respect for each family, and cooperative involvement between families and preschools is critical to children's academic success and later school achievement.

  - o The close attachment between young children and their families demands family involvement.

  - o Family members and teachers must work together to create continuity of learning. Preschool experiences build on and extend what children learn at home. In turn, children's learning in school is extended and continued in the home.

- Children's learning can be clarified, enriched, and extended.
  - o Appropriate early educational experiences can extend, expand, and clarify the ideas, concepts, language, and social skills children gain spontaneously.

  - o With the guidance of highly knowledgeable, trained, and skilled adults who understand both children and the knowledge, skills, and attitudes children need to acquire, children can learn more than they could on their own (Vygotsky, L. S., 1986. Thought and Language. Cambridge, Mass; MIT Press).

DIRECTIONS FOR USE AND INTERPRETATION OF THE *ALABAMA PERFORMANCE STANDARDS FOR 4-YEAR OLDS*

The *Alabama Performance Standards for 4-Year-Olds* are based on what is currently known about four-year old children, including what they should know and be able to do along a continuum of development. The Standards are grouped around eight areas of child development including:

- Emergent Literacy
- Emergent Numeracy
- Creative Arts
- Science and Environmental Education
- Technology
- Social and Emotional Development
- Approaches to Learning
- Physical Health and Development

Early childhood professionals can use these performance standards in a number of ways:

I.   to identify the developmental goals most children should reach by age five,

II.   to promote reasonable expectations and practical standards for parents and others who care for and teach young children,

III.   to improve the classroom environment and integrate the curriculum more effectively, and

IV.   to create the beginning of a continuum of learning that links early development to later success in school and life.

The performance standards in this document are fundamental and specific but not exhaustive. This document does not contain a comprehensive list of every skill or knowledge that a 4-year-old child may exhibit and SHOULD NOT be used as a checklist, curriculum guide, or assessment tool. The *Alabama Performance Standards for 4-Year-Olds* SHOULD be used as a guide for teachers while planning pre-kindergarten experiences that will promote children's progress toward achieving benchmarks. All domains of development are considered equally important and should be incorporated into all children's daily activities. Each program for 4-year-olds, in developing local curricula, may include additional performance standards to address particular local needs or utilize local resources with distinctive implementation guidelines and goals.

ALIGNMENT OF *ALABAMA PERFORMANCE STANDARDS FOR 4-YEAR-OLDS* WITH ALABAMA'S K-12 PUBLIC SCHOOL STANDARDS

During development of the *Alabama Performance Standards for 4-Year-Olds*, early care and education professionals from OSR and State Department of Education met and discussed alignment of the performance standards for 4-year-olds with the **Alabama Kindergarten Course of Study**. The Alabama Kindergarten Course of Study was adapted to form the first draft of possible standards for 4-year-olds.

The six content areas from the Alabama Kindergarten Course of Study *(i.e. Reading, Number and Operations, English Language Arts, Arts Education, Science, Physical Education)* were changed to *Emergent Literacy*, *Creative Arts*, *Science and Environmental Education*, and *Physical Health and Development* for the *Alabama Performance Standards for 4-Year-Olds* document, and to address specific needs of 4-year-olds, the *Technology*, *Social and Emotional Development*, and *Approaches to Learning* content areas were added. Criteria and format guidelines that were used to create the Alabama Kindergarten Course of Study were also used to develop the *Alabama Performance Standards for 4-Year-Olds*.

USE OF THE *ALABAMA PERFORMANCE STANDARDS FOR 4-YEAR-OLDS* WITH SPECIAL NEEDS AND DIVERSE CHILDREN

Reasonable accommodations to provide access for children with disabilities or developmental delays are required under the *Americans with Disabilities Act* and the *Individuals with Disabilities Education Act*. This legal right reflects the growing trend that young children with disabilities are best served with their typically developing peers in community settings. "Children with disabilities do not have to be in a particular place with particular materials or people in order to learn. Learning opportunities abound for children in their home and community environments". (Sandall, McLean, & Smith, 2000. DEC Recommended Practices in Early Intervention/Early Childhood Special Education. Colorado: Sopris West. p. 9-10).

The NAEYC revised position statement explicitly applies to all children. Developmentally appropriate practice encompasses the individuality of every child, including the child with disabilities. The goal is to support the development of all children. This is more likely to occur when the teacher knows each child as an individual and knows their strengths and needs. Preschool classrooms have always had children who learn at different rates, who have different interests and skills, and bring different backgrounds and experiences to the learning environment. As children with disabilities are included, the range of differences increases.

The guiding principles upon which the *Alabama Performance Standards for 4-Year-Olds* is based are necessary but may not be sufficient to meet the unique needs of young children with disabilities. Disability is only one aspect of a child, not the whole child. The

child with a disability is a child first. Modifications and accommodations to classroom activities, routines, and learning areas may be needed to enhance the participation of these children. Modifying curriculum and instruction is appropriate for any learner, it demonstrates acceptance and respect for individual differences, and should be the rule rather than the exception in quality preschool settings.

Teachers need to understand how children learn, recognize and respect individual differences, have a repertoire of strategies, and be willing to try alternative approaches. A good practice is to assess the environment. Identify the obstacles that keep children with disabilities from participating in activities across the day, and then identify accommodations or modifications. Use the least intrusive, most natural accommodations first. Fade the accommodations when they are no longer needed.

Due to increasing diversity among young children in pre-kindergarten programs, teachers should use a variety of methods and approaches to stimulate growth and development. Children with disabilities and special needs should be included in the classroom with the necessary supports to ensure that their individual needs are met socially, intellectually, and physically. The *Alabama Performance Standards for 4-Year-Olds* does not include specific accommodations and modifications. However, it does support the inclusion of *ALL* children and collaborations with specialists trained in early intervention and early childhood special education to provide assistance and consultation for children with identified needs.

EMERGENT LITERACY

The growing ability to use language to communicate with others is one of the significant differences that distinguish preschoolers from infants and toddlers. Four-year-old children have progressed to the stage of using language to convey their feelings and desires, ask questions, think about experiences, represent what they know, and talk about imaginary situations. They are mastering grammar, constructing the meaning of specific words, and "writing" and "reading" in their own particular, though sometimes unconventional, ways (Hohmann, M. & Weikart, D. P. (2002). <u>Educating Young Children</u>, second ed. Ypsilanti, Michigan: High Scope Press).

Language, Vocabulary, and Oral Comprehension

By the end of Pre-Kindergarten, children should be able to:

1. Show understanding of literal meaning of stories, songs, informational texts, and poems read aloud

    Example A: A child says, "I think the troll got what he deserved," after listening to <u>The Three Billy Goats Gruff</u>.

    Example B: A child chooses to retell <u>Henny Penny</u> during center time and says, "Wanna come? Gonna tell the king about the sky."

2. Follow two- and three- step directions

    Example A: After listening to directions, a child goes to the book center, selects a specific book, puts it on the teacher's chair, and then returns to his chair to join the small group lesson.

    Example B: After listening to directions, a child draws a picture of herself, writes her name, and places her picture in her cubby.

3. Develop and expand expressive language skills and vocabulary

    Example A: A child is playing in the house center and says, "Mama, mama I need a colander for this spaghetti."

    Example B: A child is enacting <u>Henny Penny</u> and says, "I must go and tell the king about this extraordinary thing."

4. Demonstrate progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story

> Example A: A child acts out <u>Goldilocks and the Three Bears</u> with others in the class.

> Example B: A child draws a picture of the three little pigs and a big bad wolf after hearing the story.

5. Show progress in speaking English, for non-English-speaking children

> Example A: A non-English-speaking child asks, "Time for centers?"

> Example B: A non-English-speaking child says, "I write," as he writes with three other children in a writing center.

6. Demonstrate ability to express ideas for varied purposes including asking questions, making requests, sharing information, and recounting events

> Example A: A child says to the assistant, "I would like to use the computer next."

> Example B: A child asks, "When will the eggs hatch, tomorrow?"

7. Show progress in speaking sentences of increasing length and grammatical complexity

> Example: A child retells <u>The Frog Prince</u> saying, "He wanted to sleep on her silken pillow so he jumped into the water to get the ball."

Phonological Awareness

8. Identify words that rhyme

> Example: While reading Dr. Seuss' <u>Hop on Pop</u>, the teacher asks, "What rhymes with hop?" and the child responds, "lop".

9. Identify words with the same beginning and ending phonemes in words

> Example A: A child says, "Baby and bat start the same."

> Example B: A child says, "Dog and hog sound the same."

10. Hear syllables in words

> Example A: During circle time, the child claps syllables in classmates' names

Example B: During the school year, as the teacher has demonstrated dividing words by syllable, such as "De-cem-ber," the child can correctly count out the number of syllables in the names of other months.

11. Isolate the beginning phoneme in a word

Example A: A child says /s/ when the teacher asks who knows what sound the word 'sun' begins with.

Example B: A child says, "/m/ like at the beginning of my name," when the teacher says, "Moon, I want to write moon so I have to listen to its first sound. Who can hear that sound?"

12. Associate letters and phonemes

Example A: A child sees the letter "d" on a block, points to the "d" and says, "this is for daddy."

Example B: Matt is writing at the writing center, writes the letter "m" and says, "Michael, 'M' starts your name too."

Example C: A teacher comments, "I'm going to write the word 'top', ummm what letter do I need?" A child makes the sound /t/.

Print Awareness and Concepts

13. Show increasing awareness of print in classroom, home, and community settings

Example A: A parent shares that his child pointed out a stop sign on their way home from school.

Example B: A child turns the pages of a classroom book made from cereal boxes brought in by the children and identifies different cereals.

14. Show a growing understanding of the different functions of forms of print *(i.e. signs, letters, newspapers, lists, messages, menus)*

Example A: A child offers suggestions for a list the teacher is making of items they will need for a field trip.

Example B: A child brings a news story that features her uncle's basketball team.

15. Demonstrate increasing awareness of print concepts including learning that print is read from top to bottom and from left to right on a page, that speech can be written down, and that print conveys a message

>   Example A: A child makes a squiggly line from right to left and says it is her name.

>   Example B: A child asks, "What does that say?" about a sign other children have put up in the block corner.

16. Show progress in recognizing the association between spoken and written words by following print as it is read aloud

>   Example A: A child moves his hand along a printed chart as the teacher reads it to the class.

>   Example B: While interacting with a college student, a child runs his finger under lines of print, imitating "reading."

17. Demonstrate increasing awareness that a word is a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces

>   Example A: The teacher asks, "Where does it say McDonalds?" and the child points to the word in the menu.

>   Example B: A child groups several magnetic letters together and asks, "What does it say?"

Alphabet Knowledge

18. Show progress in associating the names of letters with their shapes and sounds

>   Example A: When looking at the magnetic letters, a child picks up the "a" and says, "That's in my name."

>   Example B: A child recognizes some letters in environmental print ("s" in STOP)

19. Demonstrate increase in ability to notice the beginning letters in familiar words

>   Example A: A child recognizes some letters in her name. As Elana is walking down the hall of a church she points to the **E**XIT sign and says, "That begins like my name!"

Example B: A child says, "My name is like cat, both start with "c.""

20. Identify at least 10 letters of the alphabet, especially those in their own name

21. Know that letters of the alphabet are a special category of visual graphics that can be individually named

Example A: During morning circle time, a child says, "Davis and Drew start with 'd'."

Example B: A child says, "That letter is in John's name."

General Knowledge

22. Exhibit an awareness that information may be obtained from a variety of sources

Example: At the beginning of a lesson, the teacher asks, "Where can we find out about bears?" One child says, "On the computer." Another child says, "At the library."

23. Show an awareness of others through exposure to written, spoken, and visual forms of communication

Example: A child talks about a videotape that he saw of children celebrating a birthday with a piñata.

24. Verbalize correct personal characteristics *(i.e. develop abilities to identify personal characteristics including gender and family compositions)*

Example A: A child looks at a family photograph on the wall of a home and says, "There is my mother and sister."

Example B: A child describes himself as a big boy with brown hair.

EMERGENT NUMERACY

Preschoolers are beginning to construct working concepts of number through interactions with people and materials. They are developing an understanding of the essential and fundamental properties of the number system and underlying assumptions about the nature and behavior of numbers. Classroom activities for 4-year-olds should capitalize on children's natural curiosity and need to understand the world around them by placing emphasis on numbers, shapes, sizes, and patterns (Hohmann, M. & Weikart, D. P. (2002). Educating Young Children, second ed. Ypsilanti, Michigan: High Scope Press).

Number Awareness

By the end of Pre-Kindergarten, children should be able to:

1. Demonstrate increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity

   Example A: The teacher may ask the child to hand her one frog and ask how many more are needed to make three.

   Example B. A child must count how many spaces to move the game piece in a board game.

2. Associate number concepts, vocabulary, quantities, and written numerals in meaningful ways

   Example A: A child counts four objects and says, "I have four buttons."

   Example B: A child counts various kinds of objects and concludes that if he has three beads or three feathers, it is still the number three

3. Show increasing ability to count in sequence to 10 and beyond

   Example A: A child lines up manipulatives and counts them.

   Example B: A child counts the number of children present.

   Example C: A child counts the number of children that line up to get on the Head Start bus.

4. Make use of one-to-one correspondence in counting objects and matching groups of objects

> Example A: A child matches a number of blocks to pictures of objects on a card.

> Example B: A child places a napkin on each seat around the table.

5. Use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to

> Example A: A child counts how many girls and boys are present and determines which group has fewer members.

> Example B: A child compares two items on a simple graph and determines which of the items is "more" or "less."

6. Develop increased abilities to combine, separate, and name "how many" concrete objects

> Example: A child separates blocks by color, counts them and puts them back, and counts them again.

7. Demonstrate growth in the ability to persist in and complete a variety of numeracy tasks, activities, projects, and experiences

> Example A: A child guesses the number of acorns in a jar.

> Example B: A child participates as a small group makes a picture graph of brown-eyed and blue-eyed children. He counts and compares the two using pictures or photos.

Geometry and Spatial Sense

8. Recognize, describe, compare, and name common shapes, their parts, and attributes

> Example A: A child recognizes that a triangle is different from a rectangle.

> Example B: A child uses play dough or unit blocks to form shapes.

> Example C: A child finds common shapes in the room, talks about them, and compares them to other things in their environment.

> Example D: A child points to a triangle and counts its sides.

> Example E: A child labels unseen common shapes by feel versus sight.

9. Show progress in the ability to put together and take apart shapes

> Example A: A child works a puzzle.

> Example B: A child uses unit blocks to build a structure or the outline of a "room on the floor."

10. Determine whether or not two shapes are the same size and shape

> Example A: A child uses pattern cards to match the same size and shape.

> Example B: A child uses links to measure the length of the shape.

11. Build an increasing understanding of directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind

> Example A: A teacher directs the child to place a beanbag in front of him, under his foot, etc.

> Example B: A child uses positional works such as over, under, behind during play.
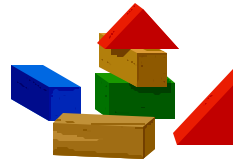
Patterns and Measurement

12. Demonstrate enhanced abilities to recognize, duplicate, and extend simple patterns using a variety of materials

> Example A: A child creates patterns using manipulatives, blocks, and materials with a variety of properties *(i.e. shape, color, size, name of object).*

> Example B: A child recognizes a pattern in a string of beads and determines which bead is needed to continue the pattern.

13. Show increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes *(i.e. shape, size)*

> Example A: A child makes a grouping of red bears, blue bears, red frogs, and blue frogs, sorting by color and animal.

> Example B: A child aligns animals from smallest to largest, mixes them up, and then sorts them by color.

14. Make comparisons between objects based on a single attribute

> Example A: A child will sort and classify objects in more than one way *(i.e. color, texture, shape)*.

> Example B: A child will be able to describe their sorting strategy.

15. Show progress in using non-standard and standard measures for length and area of objects

> Example A: A child uses pieces of string or links to measure the length of the table.

> Example B: A child uses a ruler to measure the length of a block.

CREATIVE ARTS

New abilities to form and represent mental images distinguish preschoolers from infants and toddlers. Preschool children can hold experiences in their minds and convey mental images through language and the arts. Like artists, preschoolers begin exploring materials and use them to communicate ideas, thoughts, and feelings (Hohmann, M. & Weikart, D. P. (2002). <u>Educating Young Children</u>, second ed. Ypsilanti, Michigan: High Scope Press).

Art Appreciation

By the end of Pre-Kindergarten, children should be able to:

1. Develop confidence and a positive self-concept as she engages in creative processes *(i.e. music, art, movement, drama)*.

> Example A: A child participates in moving to the beat of a song.

> Example B: A child requests a favorite song to be played or musical activity to happen.

2. Show increased interest and enjoyment in creative development activities

> Example A: A child plays in the housekeeping/dramatic play area each day.

> Example B: A child wants to paint or draw pictures for others.

3. Contribute original ideas and exhibit flexibility in creative development activities

> Example A: A child requests the class to sing a song in a different tempo *(i.e. fast, slow).*

> Example B: A child draws something he remembers from a story.

Music

4. Participate with increasing interest and enjoyment in a variety of musical activities *(i.e. listening, singing, using musical instruments, recordings, chants, finger plays, games, performances, moving to music, creating original music)*

> Example A: A child joins in with another child who begins singing a song.

> Example B: A child makes up her own version of a song.

Art

5. Demonstrate abilities to use different art media and materials in a variety of ways for creative expression and representation

> Example A: A child goes to the art area and chooses his own materials to cut, glue, paint, or draw.

> Example B: A child uses play dough and makes "snakes," "pancakes," etc.

6. Show progress in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic

> Example A: A child uses crayons, markers, or paint to draw his family; dad (big), mom (smaller), brothers/sisters, and self of various sizes and with various body parts.

> Example B: A child draws a car with body, steering wheel, and tires and illustrates it going down the road.

7. Plan, work independently, and demonstrate care and persistence in a variety of creative development activities

> Example A: A child plans out what materials she will need to complete her project.
>
> Example B: A child uses a variety of colors to paint a picture of his house and yard, and then talks about what he has created.

8. Understand and share opinions about artistic endeavors and experiences

> Example A: A child compliments others about the pictures they draw.
>
> Example B: A child asks another child to show him how he drew or painted something.

Movement

9. Express their individuality through many types of free-form and representative movement *(i.e. dance, moving freely to music, moving to instructions, moving to patterns of beat and rhythm, pantomime)*

> Example A: A child demonstrates her interpretation of how a frog jumps.
>
> Example B: A child follows movement instructions to music.

Dramatic Play

10. Actively explore a variety of creative development activities through drama *(i.e. spontaneous imaginative play, dramatic play, pretending, role-playing, performances, imitations, showing moods and attitudes)*

> Example A: A child pretends to be a fireman putting out a fire in the housekeeping area.
>
> Example B: A child uses the puppet stage with puppets to perform for a stuffed animal audience.

SCIENCE AND ENVIRONMENTAL EDUCATION

For preschoolers, science is a time of discovery, a natural process of learning in which young children are engaged at all times. Through observation, classification, and experimentation, preschoolers gather information about how the world around them works and draw conclusions for future interactions and behaviors (Hohmann, M. & Weikart, D. P. (2002). Educating Young Children, second ed. Ypsilanti, Michigan: High Scope Press).

By the end of Pre-Kindergarten, children should be able to:

Scientific Skills and Methods

1. Use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships

   Example A: A child identifies scent containers using the sense of smell.

   Example B: A child compares the taste of different types of fruit *(i.e. lemons, apples, peaches)*, and helps the class record on a large chart.

2. Recognize and solve problems through active exploration, including trial and error, interactions, and discussions with peers

   Example A: A child plays with a variety of materials to explore their feel and what can be made with them.

   Example B: A child plays with unit blocks to create a structure using trial-and-error for balance and design.

3. Show increased abilities to observe and discuss common properties, differences, and comparisons among objects and materials

   Example A: A child uses water and food coloring to mix primary colors to create secondary colors.

   Example B: A child uses various types of tools *(i.e. rollers, feathers, hay)* and media *(i.e. watercolors, shaving cream, gel)*.

4. Participate hands-on in simple investigations to plan, develop, test observations, question, discuss and draw conclusions, and form generalizations

   Example A: A child uses magnets and a variety of materials to identify magnetic and non-magnetic items.

Example B: A child describes what will happen when ice is placed in a bucket on a warm day.

5. Demonstrate growing abilities to collect and describe information through a variety of materials, tools, and means *(i.e. discussion, drawings, maps, charts)*

Example A: A child collects and sorts leaves by size and color.

Example B: A child observes the weather and records her observations on a weather chart.

6. Describe and discuss predictions, explanations, and generalizations based on past experiences while growing in eagerness to learn about and discuss findings

Example A: A child predicts what will happen when water and gelatin powders are mixed.

Example B: A child predicts what will happen when an apple is cut and left overnight.

Scientific Knowledge

7. Expand and explore knowledge of and abilities to observe, describe, and discuss the natural world, including living and non-living things

Example A: A child cares for plants and animals in the classroom.

Example B: A child makes collections of non-living objects such as rocks, shells, sticks, or nests.

8. Show knowledge of and respect for their body

Example A: A child washes his hands after toileting and before eating.

Example B: A child brushes his teeth after eating.

9. Show knowledge of and respect for their world/environment through exploration

Example A: A child takes a nature walk to look for seasonal changes.

Example B: A child assists in planting a tree or garden in the backyard of a home.

10. Demonstrate a growing awareness of *concepts* and *language* related to the passage of time, temperature, and property changes in matter

> Example A: A child discusses the differences between seasons and the clothes they wear during each season.

> Example B: A child uses terms such as yesterday, tomorrow, morning, night, and day appropriately.

11. Show increased awareness and beginning understanding of changes in matter

> Example A: A child observes ice melting (solid to liquid)

> Example B: A child describes the difference between liquid and solid objects by putting water in freezer (liquid to solid)

12. Show increased awareness and beginning understanding of cause-effect relationships

> Example A: A child discusses what would happen if water and oil are mixed.

> Example B: A child predicts what will happen next based on previous experience.

TECHNOLOGY

The use of technology in pre-kindergarten classrooms allows young children to expand their abilities to acquire information, solve problems, and communicate with others. It provides them with a different method to learn about themselves and the world around them, and to keep up with changes and advances in society (Hohmann, M. & Weikart, D. P. (2002). <u>Educating Young Children</u>, second ed. Ypsilanti, Michigan: High Scope Press; www.tea.state.tx.us/curriculum/early/prekguide.html).

By the end of Pre-Kindergarten, children should be able to:

1. Demonstrate an awareness of computers and the purpose they serve as a learning tool

> Example: A child is able to point and click with the mouse to play a simple letter matching game.

2. Show knowledge of computer usage through active and cooperative use of software programs

> Example: A child is able to point, click, and drag an object across the screen to decorate a gingerbread house.

3. Demonstrate growth in capacity to maintain concentration over time on a task, question, and set of directions or interactions, while using the computer, despite distractions and interruptions

> Example A: A child is able to finish a game or activity even when many other children are doing other activities at the same time.

> Example B: A child is able to start a graphic arts painting, stop, and continue with the painting later in the day.

> Example C: A child becomes more proficient with the computer game over a period of time.

SOCIAL & EMOTIONAL DEVELOPMENT

According to early childhood literature, early social and emotional competence is the foundation for all later development. The social relations young children form with peers and adults are important because it is from these relationships that preschoolers generate their understanding of the social world, form constructive images of themselves and others. Positive social settings, interactions, and images of self provide children with the fuel they need to pursue ideas and intentions in other realms, and rebound from setbacks. Relationships created during early childhood serve as models that can be used in the construction of future relationships (Hohmann, M. & Weikart, D. P. (2002). Educating Young Children, second ed. Ypsilanti, Michigan: High Scope Press).

Self-Concept

By the end of Pre-Kindergarten, children should be able to:

1. Develop and express awareness of self in terms of specific abilities, characteristics, and preferences

> Example A: A child says, "I'm four years old, and I can run really fast!"

Example B: In the housekeeping area, a child says, "I can be the daddy. I'm a boy."

2. Demonstrate growing capacities for independence in a range of activities, routines, and tasks

   Example A: A child takes care of personal needs.

   Example B: A child begins to anticipate risks and is aware of safety precautions.

   Example C: A child chooses activities without the teacher's help

   Example D: A child separates from his parent without undue stress

3. Demonstrate growing confidence in a range of abilities and is able to express a sense of satisfaction in accomplishments

   Example: After a child completes a difficult puzzle with no assistance, smiles and shouts, "I did it!"

Initiative

4. Do things for herself

   Example A: A child hangs up coat in cubby upon arrival.

   Example B: A child gathers art supplies independently.

5. Choose challenging tasks to complete

   Example A: A child chooses a new puzzle.

   Example B: A child explores a new climbing structure on the playground.

6. Participate actively in make-believe play with others

   Example: A child participates in pretend scenarios with a friend.

7. Try or ask to try new activities

   Example: A child asks to try a new computer game.

8. Organize play with other children

   Example A: A child says to a group, "Let's play basketball."

Example B: A child plans to build a town at the block area with friends.

9. Focus attention on tasks

Example: A child asks to continue or follow through with building a dinosaur park with blocks, "May I keep this out and finish it tomorrow?"

10. Say positive things about the future

Example: A child says, "Next summer I will swim in the deep water."

11. Ask other children to play with him

Example: A child asks another child, "Will you play with me in the house area and make a pizza?"

Self-Control

12. Show progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property

Example A: A child begins to use socially acceptable means to resolve conflict.

Example B: A child moves from physical to verbal responses in their interactions with other children.

13. Show progress in playing cooperatively and interacting with other children without direct supervision

Example A: A child works with other children to complete a puzzle.

Example B: A child decides to join in with other children to launch a shuttle; children in the group assign roles and tasks and carry out the activities.

14. Show progress in dealing with own feelings in age-appropriate ways

Example A: A child goes to the teacher and says, "Tim won't play with me today." The child then decides to play with another classmate instead.

Example B: A child uses conflict resolution steps during an argument with a classmate. "You want the doll and I want the doll, what should we do?"

15. Identify and label feelings

Example: When a child is angry, he says, "I'm mad. You took my toy."

16. Show growth in understanding how actions affect others and begin to accept the consequences

> Example A: A child learns to apologize.
>
> Example B: A child leaves a learning center or chooses another center without protest when asked, due to inappropriate behavior.

17. Increasingly take responsibility for choices

> Example A: A child chooses pizza for lunch. After seeing a friend's hamburger, the child says, "I wish I had gotten a hamburger, but maybe tomorrow that's what I'll get."
>
> Example B: A child says, "I want to play in the house area but I chose painting. That's okay. I'll play house later."

18. Demonstrate increasing capacities to follow rules and routines and use materials purposefully, safely, and respectfully

> Example A: A child turns off the tape recorder after listening to a story.
>
> Example B: A child waits patiently until someone leaves the water table when the rule is "only four people at a time."

Cooperation
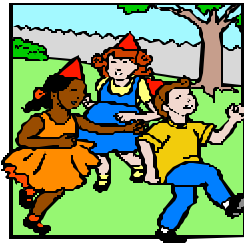
19. Demonstrate increased abilities to sustain interactions with peers by helping, sharing, and discussion

> Example A: A child helps a classmate tie her shoes.
>
> Example B: A child gives a hug to a crying classmate.

20. Show increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers

> Example: A child trades one toy for another.

21. Show an awareness of and respect for the interests of others

Example A: A child brings a truck book to someone who loves trucks.

Example B: A child tells someone that another child is sad because her mom left.

22. Demonstrate increased abilities to "give and take" in interactions; to take turns in games or using materials, and to interact without being overly submissive or directive

Example A: A child listens to others while they are speaking.

Example B: A child takes turns in games when using materials.

23. Show an understanding and respect for the property of others

Example A: A child returns the blocks to the shelves before moving to another center.

Example B: A child asks permission to look at a classmate's book, promptly returns the book, and then thanks his classmate for sharing.

Social Relationships

24. Demonstrate increasing comfort in talking with and accepting guidance and directions from a range of familiar adults

Example: A child responds appropriately when an adult asks about who the child played with on the playground.

25. Seek adult help when needed to resolve conflicts

Example A: A child asks another child to return a toy that she has grabbed, and turns to an adult for help when the child refuses.

Example B: A child uses words suggested by an adult to express anger *(i.e. "I don't like it when you push me," "that makes me mad!")*

26. Show progress in developing friendships with peers

Example A: While in the school cafeteria, a child helps a friend who is having difficulty opening a milk carton.

Example B: After working through a conflict, the child says, "We're friends again, right?"

27. Interact easily with other children

> Example A: A child plays with another child in the dramatic play area rather than only playing there when alone or with a special friend.

> Example B: A child works cooperatively with another child who is painting on the same side of the easel.

28. Show progress in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others

> Example A: A child shows acceptance and support of a classmate with a physical disability.

> Example B: A child gets help for a classmate who cannot get his shoes on or find his paintings to take home.

Knowledge of Families and Communities

29. Demonstrate the abilities to identify personal characteristics including gender, and family compositions

> Example A: A child demonstrates or verbalizes their age in a variety of ways.

> Example B: A child says, "I am a girl. I have blue eyes."

30. Show progress in understanding similarities and respecting differences among people *(i.e. gender, race, special needs, culture, language, family structures)*

> Example A: A child notices that some people speak differently than others and helps the teacher make a chart showing names of objects in two or three different languages.

> Example B: A child says, "Tasha's family is different because she has two brothers and I have two sisters."

31. Demonstrate a growing awareness of the concept of work and what is required to perform it

> Example A: A child looks at a book and identifies the various machines used for road construction.

Example B: A child acts out in dramatic play how the shoe salesperson helps a customer buy shoes.

32. Express and understand concepts and language of space and direction in the contexts of their classroom, home and community

Example: A child uses appropriate vocabulary indicating an understanding of direction by saying, "There is a grocery store around the corner from my house."

APPROACHES TO LEARNING

Children learn concepts, form ideas, and create symbols and abstractions through self-initiated activity. Self-initiated activity, within social contexts, makes it possible for young children to be involved in intrinsically interesting experiences that help them to construct understandings of their world, remain focused during activity, and develop a love for learning (Hohmann, M. & Weikart, D. P. (2002). Educating Young Children, second ed. Ypsilanti, Michigan: High Scope Press).

Creativity and Curiosity

By the end of Pre-Kindergarten, children should be able to:

1. Choose to participate in an increasing variety of tasks and activities

    Example A: A child asks to "read" a book to the class after listening to his teacher during story time.

    Example B: A child rotates between centers throughout the year, rather than always returning to one center.

2. Demonstrate increased abilities to make independent choices

    Example A: A child chooses to play in the block area and remains engaged in building with blocks.

    Example B: A child selects a book for the teacher to read to the class.

3. Approach tasks and activities with increased flexibility, imagination, and inventiveness

    Example A: A child looks at a picture of a castle and tries to reproduce it with blocks.

    Example B: A child tries several different ways to form play dough into a specific object such as a birthday cake or snowman.

Reasoning and Problem-Solving

4. Demonstrate increased abilities to find more than one solution to a question, task, or problem

> Example: A child tries to staple pieces of paper together after unsuccessfully trying to tape them together.

PHYSICAL HEALTH & DEVELOPMENT

Infants and toddlers experience and interact with their world through the use of their senses. In order to use their senses, they engage in simple motion. Preschoolers move with increasing skill and due to new abilities, tailor the way that they move to their play and intentions.

Young children learn health-promoting habits and routines during early experiences and interactions. In the early years, they develop basic concepts, attitudes, and skills about nutrition, safety, and hygiene that contribute to their well-being. Children's experiences with health and discovery of ways to improve it enhance their desire and abilities to make wise decisions for healthy living in the future (Hohmann, M. & Weikart, D. P. (2002). Educating Young Children, second ed. Ypsilanti, Michigan: High Scope Press).

Fine Motor Skills

By the end of Pre-Kindergarten, children should be able to:

1. Demonstrate growing strength and dexterity

> Example A: A child is able to snap the snaps on a dressing board.

> Example B: A child uses a paper punch and stapler to make a book.

> Example C: A child holds a pencil in a pincer grasp.

2. Use strength and control to perform simple tasks

> Example A: A child pushes a cookie cutter into dough.

> Example B: A child pulls the caps off markers and puts them back on firmly.

> Example C: A child twists the cap off a glue stick.

> Example D: A child zips, snaps, and buttons jackets with minimal assistance and ties shoes.

3. Explore and manipulate objects in a variety of ways

> Example: A child puts lego blocks, bristle blocks, or pop-it beads together and pulls them apart with relative ease.

4. Use tools appropriately

> Example A: A child uses a paper punch to make holes.

> Example B: A child cuts off tape and paper with scissors.

5. Use eye-hand coordination to perform tasks

> Example A: A child puts puzzles together.

> Example B: A child strings beads and pasta with holes onto a length of yarn.

> Example C: A child moves eyes rather than head to track.

> Example D: A child holds materials at appropriate distances.

Gross Motor Skills

6. Walk, run, climb, jump, and hop with increased coordination, balance, and control

> Example A: A child walks on a 2x4 balance beam that is close to the ground.

> Example B: A child hops several times on his right foot and then several times on his left foot.

> Example C: A child moves around on narrow paths between furniture without bumping into things.

> Example D: A child goes up and down stairs alternating feet.

> Example E: A child walks without watching his feet and is able to walk backwards.

> Example F: A child runs at an even pace, moving from side to side, coordinating upper body with lower body movement.

7. Experiment with galloping and skipping

> Example A: A child skips and gallops across the gym floor.

Example B: The teacher demonstrates galloping around the playground, the child imitates his movements.

8. Demonstrate increasing abilities to coordinate movements in throwing, catching, kicking, and bouncing balls

    Example A: A child throws a ball at a target with reasonable accuracy.

    Example B: A child kicks a ball with a two-step start.

    Example C: A child catches a ball by moving arms or body to adjust for the direction the ball is traveling.

9. Push, pull, twist, turn, curl, balance, and stretch with increased coordination of control

    Example A: A child will ride a tricycle on a path around the playground.

    Example B: A child will play on slides, see-saws, and/or swings

Health Status and Practices

10. Participate actively in games, outdoor play, and other forms of exercise that enhance physical fitness

    Example A: Wayne and Layne throw the ball to one another with smooth overhand motions; they catch the object with elbows bent, then kick the ball with fluid motions.

    Example B: Caleb and Kalia sit on the floor and trap a rolled ball with arms and body.

11. Show a developing understanding of nutrition to dental health

    Example: After listening to the teacher talk about healthy foods, Hunter drinks her milk and says, "This will make my teeth and bones stronger."

12. Show growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting

31

Example A: A child pulls her pants up and down.

Example B: A child covers his mouth when he coughs, and then washes his hands afterwards.

Example C: A child washes her hands after toileting and before eating.

13. Demonstrate an awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and respond appropriately to potentially harmful objects, substances, and activities

    Example: A child follows the proper procedures given by the teacher during a fire drill.

14. Name most of the body parts

    Example: A teacher hears one child say to another, "Watch me while I say, 'elbow, hands, finger, toes!'" The child points to body as she names many body parts.

15. Recognize common medical procedures

    Example A: A child uses a stethoscope in the housekeeping center and pretends to listen to a classmate's heartbeat.

    Example B: A child steps on the scales and asks, "How much do I weigh?"

16. Demonstrate an understanding of the common roles of a variety of health care professionals

    Example: In a play setting, a child appropriately uses tools that a doctor or nurse might use.

17. Try different foods willingly

    Example: A child tries Chinese food during a field trip to a local restaurant.

CHECKING CHILDREN'S PROGRESS[1]

The more you know about children's academic, social, and emotional development, the more able you will be to meet their needs. Having information about how well the children are progressing helps you to plan your teaching. You want the children in your care to feel successful and confident, but you also want to offer experiences that will help them to develop further. In addition, through initial screening and by checking the children's progress, you can identify those children who need special help or who face extra challenges.

Here are some ways that you can keep track of children's progress:

- Observe them daily. Watch as they play with each other, respond to your directions, participate in activities, and use language to communicate.

- Collect samples of their drawings, paintings, and writing.

- Keep notes about what they say and do.

- Encourage them to talk about their own progress.

- Regularly assess their progress so that your instruction will meet their needs.

- Talk with parents and caregivers. Ask them what they have observed at home. Tell them about their children's strengths. Let them know about any concerns you may have.

Also, remember to talk often with the children about what they are doing. Be sure to focus on their strengths- what they can do and the progress they have made. This will help them build confidence and motivation for learning.

While serious efforts have been taken to accommodate the needs of all children, teachers and caregivers should assess where children are functioning on the child development continuum and make appropriate adjustments for children with physical and mental disabilities. Parents should be consulted frequently regarding their own observations that should be incorporated into the preschool experience.

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[1] Taken from U.S. Department of Education, U.S. Department of Health and Human Services, Early Childhood-Head Start Task Force. 2002. "Teaching our Youngest: A guide for Preschool Teachers and Child-Care and Family Providers". Jessup, MD: Education Publications Center.

For Other State Standards see:

- Building a Strong Foundation for School Success: Kentucky's Early Childhood Standards. (2003).
  www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Kentucky%27s+Early+Childhood+Standards.htm

- The Connecticut Framework: Preschool Curricular Goals and Benchmarks-
  www.state.ct.us/sde/deps/early/frmwrkbench.pdf

- Florida School Readiness Performance Standards for Three-, Four-, and Five Year-Old Children. (2002). Florida Partnership for School Readiness. www.myflorida.com

- The Head Start Child Outcomes Framework-
  www.hsnrc.org/CDI/pdfs/hsoutcomespath28ppREV.pdf

- Louisiana Standards for Programs Serving Four-Year-Old Children-
  www.louisianaschools.net/DOE/assessment/standards/PDFs?PreKStan3.pdf

- Nevada Pre-K Standards- www.nevaeyc.org

- PreKindergarten Curriculum Guidelines. Texas Education Agency.
  www.tea.state.tx.us/curriculum/early/prekguide.html.